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ABSTRACT

This course of study provides the framework for the content of a program in home economics. It presents an organization for home economics courses in the middle and high school grades. An introduction describes the four components of home economics programs that focus on the individual, home, society, and jobs. A conceptual framework recommends a structure for local programs that consists of the following courses: exploratory home and personal management; family and home; family and society; clothing and housing services I and II; food production and services I and II; child care and parenting services I and II; and family and community services I and II. Diagrams summarizing the conceptual framework as applied to middle school and high school follow this section. The next section provides outcomes for the core courses along with corresponding topics. Guidelines are presented for cooperative training. The course of study concludes with information on vocational student organizations and benefits of student participation in them. (YLB)

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Alabama Course of Study
Home Economics

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BULLETIN 1990, No. 58

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Alabama Course of Study
HOME ECONOMICS

Wayne Teague
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BULLETIN 1990, NO. 58

ALABAMA COURSE OF STUDY
HOME ECONOMICS

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The committee acknowledges the permission to use the following materials as resources in the development of this course of study:

A Guide To Curriculum Planning In Home Economics, Wisconsin Department of Public Instruction.

Model Learner Outcomes for Home Economics Education, Minnesota Department of Education.

Making Rational Decisions, W. Keith Evans and Terry P. Applegate.

PREFACE

Federal legislation mandates that vocational education programs provide a coherent sequence of courses that include exploration of careers, understanding of basic family concepts, and preparation for employment.

Alabama Law, Act No. 84-234 in section 16-35-4 states:

> The state board of education, on the recommendations of the state superintendent, shall prescribe the minimum content of courses of study for all public, elementary and high schools in the state....

This course of study provides the framework for the content of a course and/or program in vocational education. The primary purpose of the course of study is to assist administrators and teachers in developing and maintaining high quality vocational programs that produce employable students with entry-level job competencies. A secondary purpose is to add uniformity to vocational programs.

The core courses in this document contain student outcomes that meet the five characteristics of any course of study: basic, appropriate, reachable, reasonable, and enforceable. The outcomes dictate the content that is to be used in planning effective and comprehensive vocational programs.

The course of study is a foundation for each vocational education program. Local school systems are encouraged to add content to accommodate varying local patterns of organization, resources, and needs.

INTRODUCTION

The Alabama Course of Study: Home Economics presents an organization for home economics courses in the middle and high school grades. This organization is concerned with the study of communications, self-direction, and productivity in the family from individual, family, and societal points of view. Home economics is further concerned with provision of educational opportunities that enable students to prepare for work in the family and to explore and prepare for jobs that originate in the family.

Home economics programs are organized into four components which focus on the individual, home, society, and jobs. The minimum content for each course is presented in the form of student outcomes, i.e., that which students are expected to learn as a result of instruction. In writing these outcomes for the various components, every attempt has been made to consider the developmental characteristics of learners and the nature of the content.

Home economics education programs respond to perceived needs of the family to fulfill its work responsibility in society and for students to understand the role of the family in the development of individuals and society. The development of independent and socially responsible individuals is dependent upon the creation of conditions in which the work of the family can be accomplished. As society changes, so must change the

nature of personal and societal relations, kinds of communication, and types of everyday practices that bring about understanding of family responsibilities and the way they are addressed. The historical and contemporary circumstances surrounding the family must be examined so reasoned decisions that will improve the quality of family life and society can be made.

The responsibilities of the family are many and varied. It is in the family, to a great extent, that basic needs are met; that attitudes and communication styles are learned, including those regarding the value of work and the value of the family; that patterns of response to environmental conditions are generated; and that ways of thinking, reasoning, and acting are developed. It is the work of the family to create the conditions which will promote and sustain the optimum development of family members.

Because of the pivotal role of personal and social development in a complex society, it is imperative that all persons make knowledgeable decisions affecting the family. A study of the family as a significant societal institution can contribute to informed and responsible decision making and action regarding the family.

The personal, family, societal, and job components of the home economics program address the reciprocal roles of the family and the workplace in development of the individual, the family, and society.

CONCEPTUAL FRAMEWORK FOR HOME ECONOMICS EDUCATION

Home economics education programs are designed to prepare students for work in the family and for paid work in related service occupations.

The recommended structure for local programs consists of the following courses:

Exploratory Home and Personal Management - A twelve-week exploratory course for middle grades.

Family and Home - A year-long course for Grade 8, 9, or 10.

Family and Society - A year-long course for high school grades.

Clothing and Housing Services - A two-year job component program for Grades 11 and 12 (Levels I and II).

Food Production and Services - A two-year job component program for Grades 11 and 12 (Levels I and II).

Child Care and Parenting Services - A two-year job component program for Grades 11 and 12 (Levels I and II).

Family and Community Services - A two-year job component program for Grades 11 and 12 (Levels I and II).

Supervised practical experiences will be required as a part of each Level II job-component course. Through supervised practical experiences, students will observe and/or work in a business, industry, or educational environment related to their instructional program. Students will also engage in individual or group development of a business related to their instructional programs. This aspect of the job-component courses will provide opportunities for students to gain practical experiences related to their occupational objectives.

All supervised practical experiences will be cooperatively planned and coordinated by the home economics teacher; student; and business, industry, or agency representative.

A leadership development module, including organizational skills, critical thinking, communication, and project development, is included in each course, both as process and content. The outcomes are applied as integral parts of each course.

To vary the home economics core courses, the following options are given:

> Exploratory Home and Personal Management may be a semester or a year-long course.
>
> The Parenting Module in Family and Society may be expanded as a year-long course.
>
> Any two expanded modules in Family and Society may be combined with a leadership module for a semester course.
>
> Job-component student outcomes may be accomplished through Cooperative Training programs.

HOME ECONOMICS CORE COURSES

EXPLORATORY HOME AND PERSONAL MANAGEMENT

PERSONAL COMPONENT COURSE — Middle Grades, 12 Weeks
(May be expanded to one or two semesters)

- SELF DEVELOPMENT
- SELF AND THE FAMILY
- PERSONAL RESOURCES
- CAREERS

FAMILY AND HOME

HOME COMPONENT COURSE — Grade 8, 9, or 10

Options:
1. All modules are offered for a year-long course.
2. Selected outcomes from each module may be designed for a 12-week or semester course in Grade 8 only.

- FAMILY AND TECHNOLOGICAL CHANGE
- WORK OF THE FAMILY
- FAMILY RELATIONS
- CHILD DEVELOPMENT
- FAMILY RESOURCE DEVELOPMENT & MANAGEMENT

FAMILY AND SOCIETY

SOCIETAL COMPONENT COURSE(S) — High School Grades

Options:
1. All modules are offered for a year-long course.
2. The Leadership Development Module plus any other two expanded modules may be offered as a semester course.

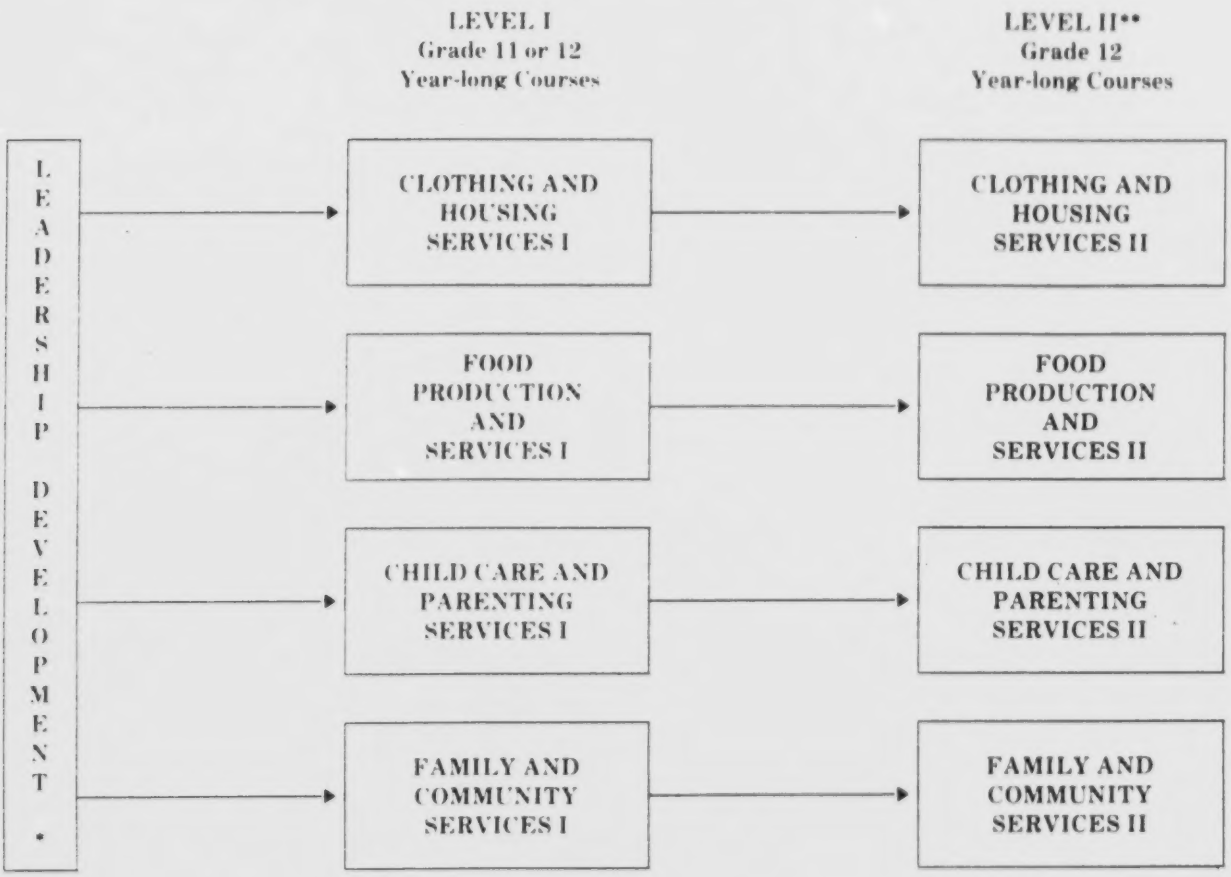
- FAMILY FOOD AND SOCIETY
- FAMILY CLOTHING AND SOCIETY
- FAMILY LIVING ENVIRONMENTS AND SOCIETY
- PARENTING * *
- FAMILY, COMMUNITY, AND JOBS

* Future Homemakers of America is the instructional system designed to accomplish these outcomes as an integral part of each course.

** The Parenting Module may be expanded and offered as a year-long course to include school-based laboratory experiences.

HOME ECONOMICS CORE COURSES

JOB COMPONENT COURSES - Grades 11 and or 12***



* Future Homemakers of America is the instructional system designed to accomplish these outcomes as an integral part of each course.

** Supervised practical experiences are a part of Level II courses.

*** All job-component student outcomes may be achieved through cooperative training.

STATEMENT OF DELIMITATIONS

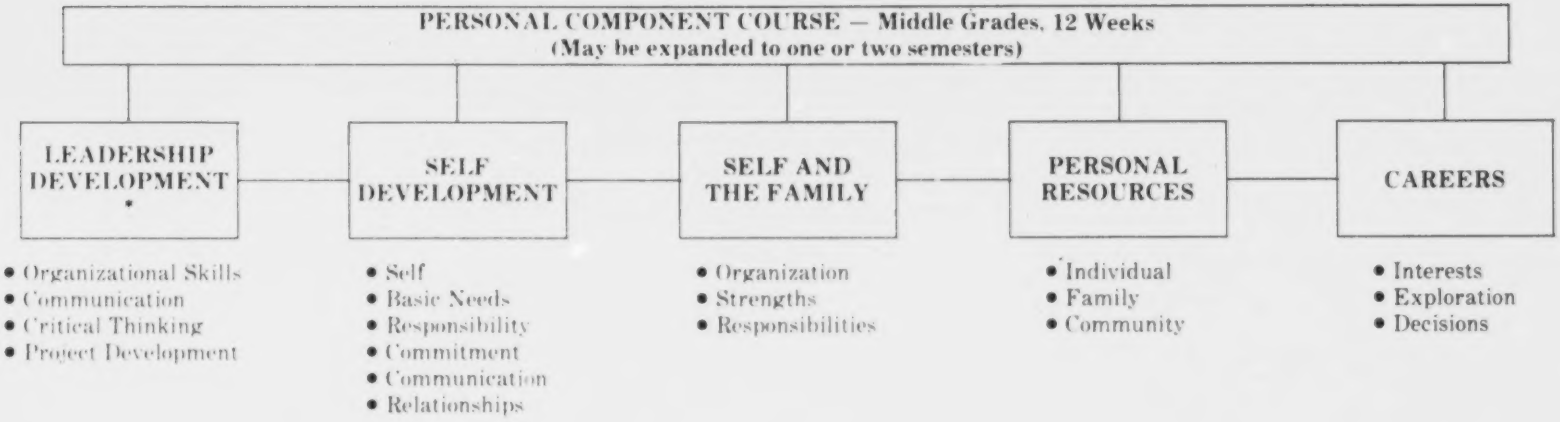
This course of study is a document limited to minimum requirements and job component core courses. Requirements are expressed in terms of student outcomes. The competency-based outcomes are minimum. They may be expanded at the school or system level to meet the community needs and business and industry requirements.

The course of study is not intended to be used as a curriculum guide and does not include learning activities. Curriculum guides that include activities, teaching methods, resources, and student evaluations may be developed at the state, system, and/or school level.

While attempts were made to review current literature and research pertaining to curriculum development nationwide, student outcomes will need to be updated as new occupations and technologies emerge.

This course of study is designed to give teachers the flexibility to rearrange outcomes to meet student instructional needs. While some optional courses are indicated in the graphic section of the conceptual framework, only a brief description of each optional course is provided. Student outcomes for these optional courses are not included.

EXPLORATORY HOME AND PERSONAL MANAGEMENT



* Future Homemakers of America is the instructional system designed to accomplish these outcomes as an integral part of the course.

HOME ECONOMICS EDUCATION

EXPLORATORY HOME AND PERSONAL MANAGEMENT

The home economics program in Alabama begins at the middle/junior high school level with Exploratory Home and Personal Management. This course is exploratory in nature with emphasis on understanding the concepts of self and family.

The course content offers students opportunities to explore concepts of self-development, communication, relationships, the family, personal resources, and careers. Organizational, critical thinking, and decision-making skills are taught through the leadership development module, both as process and content. Project development experiences will be appropriate for the developmental level of students. Outcomes are applied in all content areas as an integral part. Future Homemakers of America is the instructional system designed to accomplish these leadership outcomes.

MODULE: LEADERSHIP DEVELOPMENT

TOPICS	STUDENT OUTCOMES
	Students will
ORGANIZATIONAL SKILLS	1. Use goal-setting skills and relate them to leadership.
	2. Demonstrate the ability to plan, organize, and conduct an activity or meeting.
	3. Understand the benefits of organizational membership.
COMMUNICATION	4. Use communication skills for working with individuals, family, and community groups.
	5. Demonstrate good sportsmanship and citizenship when interacting with others.
CRITICAL THINKING	6. Justify the existence of a concern.
	7. Determine probable causes of problems.
	8. Conjecture solutions.

HOME ECONOMICS EDUCATION

EXPLORATORY HOME AND PERSONAL MANAGEMENT

MODULE: LEADERSHIP DEVELOPMENT

TOPICS	STUDENT OUTCOMES
	Students will
CRITICAL THINKING (continued)	9. Screen solutions.
	10. Define solutions.
	11. Identify areas of concern.
	12. Obtain predicted consequences.
	13. Determine priorities.
	14. Assess sources for confidence level.
	15. Decide on a solution.
PROJECT DEVELOPMENT	16. Use the processes needed to plan, organize, and complete individual or group projects.
	17. Participate in individual, group, and community projects.

HOME ECONOMICS EDUCATION

EXPLORATORY HOME AND PERSONAL MANAGEMENT

MODULE: SELF-DEVELOPMENT

TOPICS	STUDENT OUTCOMES
	Students will
SELF	18. Develop an understanding of self-concept. - Meaning - Formation
	19. Identify the influences that affect self-concept.
BASIC NEEDS	20. Recognize basic human needs. - Physical - Emotional - Social - Intellectual
RESPONSIBILITY AND COMMITMENT	21. Accept responsibility for one's own behavior.
	22. Recognize the relationship between responsibility and commitment.
	23. Demonstrate positive action in personal areas. - Respect for self and others - Healthy body maintenance - Pride in work - Good study habits - Leadership development - Leisure-time management - Career exploration
COMMUNICATION	24. Use appropriate communication skills.
	25. Illustrate the different methods of communication. - Verbal - Nonverbal

HOME ECONOMICS EDUCATION

EXPLORATORY HOME AND PERSONAL MANAGEMENT

MODULE: SELF-DEVELOPMENT

TOPICS	STUDENT OUTCOMES
	Students will
RELATIONSHIPS	26. Determine how relationships are developed and maintained.
	27. Compare types of relationships.
	- Family - Friends - Significant others

HOME ECONOMICS EDUCATION

EXPLORATORY HOME AND PERSONAL MANAGEMENT

MODULE: **SELF AND THE FAMILY**

TOPICS	STUDENT OUTCOMES
	Students will
ORGANIZATION	28. Recognize that the family is the basic support unit of society.
	29. Differentiate among the types of families. - Nuclear - Blended - Extended - Single parent - Foster - Adoptive
STRENGTHS	30. Identify experiences that contribute to family unity. Examples: traditions, leisure activities, goal setting
	31. Identify skills that strengthen the family and nurture the individual.
RESPONSIBILITIES	32. Recognize how roles and responsibilities influence behavior.
	33. Perform individual responsibilities within the family.

HOME ECONOMICS EDUCATION

EXPLORATORY HOME AND PERSONAL MANAGEMENT

MODULE: PERSONAL RESOURCES

TOPICS	STUDENT OUTCOMES
	Students will
INDIVIDUAL, FAMILY, AND COMMUNITY	34. Use critical thinking processes in identifying, allocating, and using resources.
	35. Determine methods to conserve, preserve, and recycle resources.

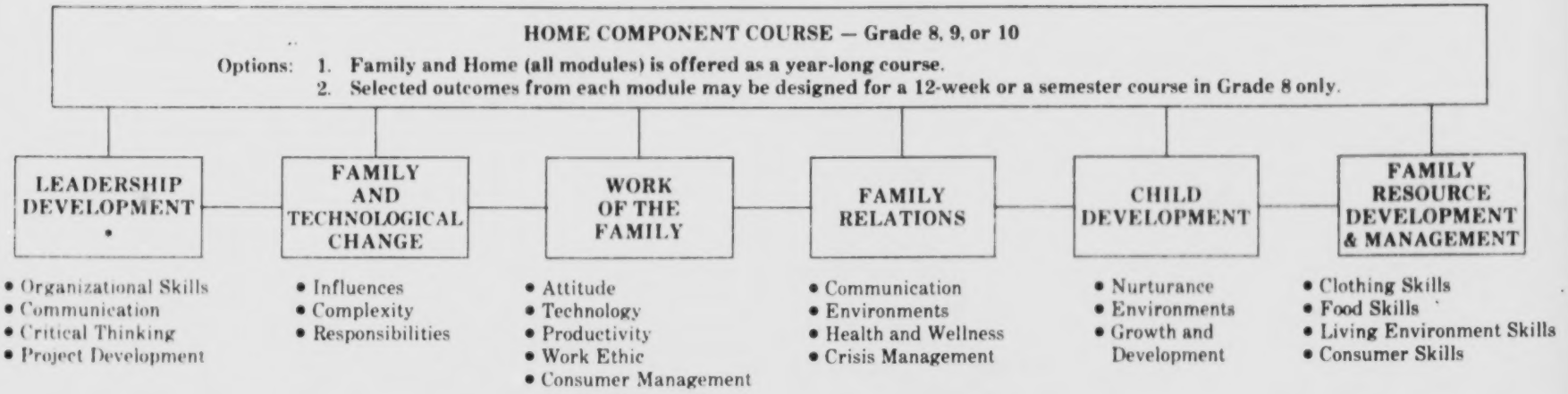
HOME ECONOMICS EDUCATION

EXPLORATORY HOME AND PERSONAL MANAGEMENT

MODULE: **CAREERS**

TOPICS	STUDENT OUTCOMES
	Students will
INTERESTS	36. Determine personal career interests and match interests with requirements.
EXPLORATION	37. Utilize available sources for career information. Examples: family, guidance counselor, libraries, businesses, employees, network of professionals
DECISIONS	38. Select appropriate work using the decision-making process. Examples: babysitting, lawn-mowing, community cleanup, library assistance, walk-a-thons

FAMILY AND HOME



* Future Homemakers of America is the instructional system designed to accomplish these outcomes as an integral part of the course.

HOME ECONOMICS EDUCATION

FAMILY AND HOME

This home component course is organized to assist students in taking positive action regarding the family. The learning experiences are designed to develop skills used in the home that are also transferable to the workplace. It is in the family that attitudes and skills essential for competent workers are first developed.

This course provides for exploration of change and the way it affects individuals and families. Students will examine family values and the work ethic, rational decision-making, family communication, family resource management, consumerism, health and wellness, and child development.

MODULE: FAMILY AND TECHNOLOGICAL CHANGE

TOPICS	STUDENT OUTCOMES
	Students will
LEADERSHIP DEVELOPMENT	See pages 9-10, Outcomes 1-17.
INFLUENCES	18. Identify current technological changes affecting families. Examples: instant communication, global accessibility, fast foods
	19. Identify factors that influence technological changes. Examples: lifestyles, economics, availability of resources
COMPLEXITY	20. Determine changes that affect the family. - Food industry - Medical field - Banking - Communication - Entertainment - Employment - Transportation

HOME ECONOMICS EDUCATION

FAMILY AND HOME

MODULE: FAMILY AND TECHNOLOGICAL CHANGE

TOPICS	STUDENT OUTCOMES
	Students will
RESPONSIBILITIES	21. Make informed and ethical decisions regarding technological advances. Examples: use of telephone, use of computer 22. Use critical thinking skills to determine individual, family, and community responses to changes in technology. Example: decisions regarding ethical use of telephone and computer capabilities

HOME ECONOMICS EDUCATION

FAMILY AND HOME

MODULE: WORK OF THE FAMILY

TOPICS	STUDENT OUTCOMES
	Students will
ATTITUDE	23. Develop an understanding of the family's role as the primary source of thought, language, and attitude development. - Internal influences - External influences - Cultural influences Examples: TV/media, cultural traditions, art
	24. Analyze family standards and their relationships to ethically sound decisions.
	25. Identify factors that promote the development of socially responsible and self-directed persons.
TECHNOLOGY	26. Recognize effects of technology on the work of the family. Examples: microwaves, decentralized workplaces
PRODUCTIVITY	27. Describe inhibitors of individual and family productivity. Examples: gender bias, stereotypes, prejudice
	28. Recognize that the family is the beginning of a place of work.
	29. Determine the sources of stress that affect family productivity.

HOME ECONOMICS EDUCATION

FAMILY AND HOME

MODULE: WORK OF THE FAMILY

TOPICS	STUDENT OUTCOMES
	Students will
PRODUCTIVITY (continued)	30. Develop an awareness of the importance of a balance between work and free time.
	31. Determine the value of family work to society.
WORK ETHIC	32. Identify psychological, social, and economic rewards of work.
	33. Implement nurturant practices in personal work at home and in the community. Examples: pride in work, task completion, quality of accomplishment, cooperation, integrity
	34. Analyze how work contributes to the development of identity and self-concept.
CONSUMER MANAGEMENT	35. Analyze the economics of the family household. - Income - Expenditures
	36. Interpret the significance of responsible resource management. - Needs and wants - Resources - Advertising and labeling - Consumer protection laws - Rights and responsibilities - Savings
	37. Use critical-thinking processes in identifying, allocating, and using current consumer information and trends.

HOME ECONOMICS EDUCATION

FAMILY AND HOME

MODULE: FAMILY RELATIONS

TOPICS	STUDENT OUTCOMES
	Students will
COMMUNICATION	38. Recognize the importance of using a variety of communication techniques within a family.
	39. Evaluate the importance of family traditions to future generations and family stability.
ENVIRONMENTS	40. Describe types of families. Examples: nuclear, blended, extended, single parent
	41. Differentiate among role expectations of family members.
	42. Develop an awareness of the effects of the home environment on self and family development.
	43. Determine the effects of family lifestyles on the home environment.
	44. Recognize the relationship between family standards and environment.
HEALTH AND WELLNESS	45. Compare the relationship of health and wellness to family well-being.
	46. Identify resources that contribute to family well-being.

HOME ECONOMICS EDUCATION

FAMILY AND HOME

MODULE: FAMILY RELATIONS

TOPICS	STUDENT OUTCOMES
	Students will
CRISIS MANAGEMENT	47. Identify crisis situations that may affect families. Examples: divorce, marriage, job loss, substance abuse, catastrophic illness 48. Develop an awareness of sources of information and assistance for families in crisis.

HOME ECONOMICS EDUCATION

FAMILY AND HOME

MODULE: CHILD DEVELOPMENT

TOPICS	STUDENT OUTCOMES
	Students will
NURTURANCE AND ENVIRONMENTS	49. Identify the basic needs of children. Examples: food, clothing, shelter, safety and security, love, acceptance 50. Recognize that nurturance of children must be a common goal of the family, the community, and the societal system. 51. Recognize the uniqueness of individuals. 52. Describe factors that influence child-care practices. - Single-parent or nuclear family - Only child or sibling - Economic level - Family goals and standards - Family work - Education level - Social mores - Cultural traditions 53. Identify family issues that affect the home environment of children. Examples: child abuse, drugs, latch-key children

HOME ECONOMICS EDUCATION

FAMILY AND HOME

MODULE: CHILD DEVELOPMENT

TOPICS	STUDENT OUTCOMES
	Students will
GROWTH AND DEVELOPMENT	54. Develop parenting knowledge and skills. 55. Demonstrate an understanding of the development of young children. - Infants - Toddlers - Preschoolers

HOME ECONOMICS EDUCATION

FAMILY AND HOME

MODULE: FAMILY RESOURCE DEVELOPMENT AND MANAGEMENT

TOPICS	STUDENT OUTCOMES
	Students will
CLOTHING SKILLS	56. Understand the significance of clothing to self-expression, identification, and health and well-being.
	57. Recognize how the ready-to-wear fashion and textile industries influence choices of clothing and textile products.
	58. Plan and coordinate clothing and other textile products.
	59. Acquire and maintain clothing and other textile products. Examples: purchasing, constructing, cleaning, mending
	60. Identify clothing needs throughout the life cycle.
FOOD SKILLS	61. Realize that family food choices are influenced by culture, traditions, and socio-economic factors.
	62. Plan, secure, and prepare family food using dietary and consumer skills.
	63. Recognize the important relationship of nutrition to health and wellness throughout the life cycle.
	64. Use safe management practices in securing, storing, preparing, and serving food.
	65. Modify diets for special nutritional needs.

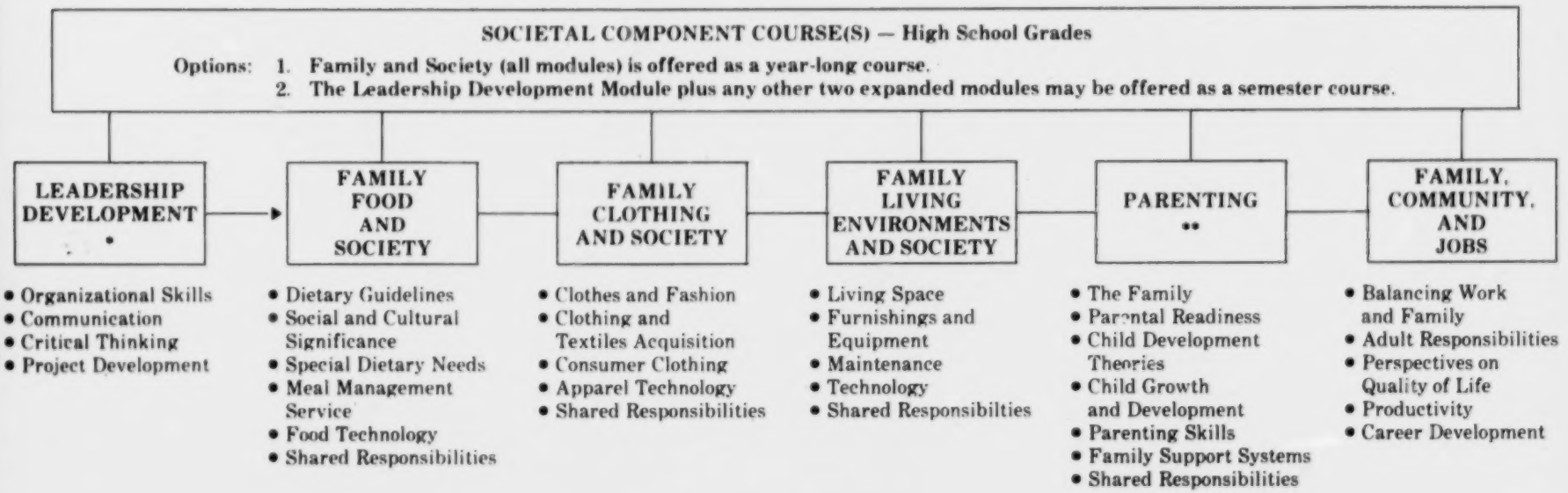
HOME ECONOMICS EDUCATION

FAMILY AND HOME

MODULE: FAMILY RESOURCE DEVELOPMENT AND MANAGEMENT

TOPICS	STUDENT OUTCOMES
	Students will
LIVING ENVIRONMENT SKILLS	66. Analyze how housing influences the physical, psychological, and social well-being of individuals and families.
	67. Recognize factors affecting housing choice. Examples: legal, financial, location, family size, lifestyle
	68. Assess current trends in housing and furnishings. Examples: price range, style, decor, use of technology
	69. Recognize that housing laws and knowledge of housing information provide protection for consumers.
	70. Interpret the significance of maintaining housing. Examples: aesthetic, economic
	71. Identify housing needs throughout the life cycle.
	72. Discriminate between ecologically sound practices and destructive practices in caring for the environment.
CONSUMER SKILLS	73. Develop the ability to make consumer decisions. - Comparison shopping - Family budgeting - Checkbook balancing - Credit use

FAMILY AND SOCIETY


SOCIETAL COMPONENT COURSE(S) — High School Grades
Options: 1. Family and Society (all modules) is offered as a year-long course.
2. The Leadership Development Module plus any other two expanded modules may be offered as a semester course.
LEADERSHIP DEVELOPMENT *
• Organizational Skills
• Communication
• Critical Thinking
• Project Development
FAMILY FOOD AND SOCIETY
• Dietary Guidelines
• Social and Cultural Significance
• Special Dietary Needs
• Meal Management Service
• Food Technology
• Shared Responsibilities
FAMILY CLOTHING AND SOCIETY
• Clothes and Fashion
• Clothing and Textiles Acquisition
• Consumer Clothing
• Apparel Technology
• Shared Responsibilities
FAMILY LIVING ENVIRONMENTS AND SOCIETY
• Living Space
• Furnishings and Equipment
• Maintenance
• Technology
• Shared Responsibilties
PARENTING **
• The Family
• Parental Readiness
• Child Development Theories
• Child Growth and Development
• Parenting Skills
• Family Support Systems
• Shared Responsibilities
FAMILY, COMMUNITY, AND JOBS
• Balancing Work and Family
• Adult Responsibilities
• Perspectives on Quality of Life
• Productivity
• Career Development

* Future Homemakers of America is the instructional system designed to accomplish these outcomes as an integral part of the course.

** The Parenting Module may be expanded and offered as a year-long course to include school-based laboratory experiences.

HOME ECONOMICS EDUCATION

FAMILY AND SOCIETY

The Family and Society course is designed to assist high school students in coping with the complexities resulting from the changing demographics of the family. Emphasis is given to the development of skills required to solve the practical concerns of the family within the emerging global society. The areas of nutrition and meal management, family clothing, family living environments, family and work balancing, career development, and parenting and caregiving throughout the life cycle are stressed. The parenting module may be expanded to a year-long course for high school students.

MODULE: FAMILY FOOD AND SOCIETY

TOPICS	STUDENT OUTCOMES
	Students will
LEADERSHIP DEVELOPMENT	See pages 9-10, Outcomes 1-17.
DIETARY GUIDELINES	18. Use the Dietary Guidelines for Americans in making food choices.
	19. Analyze the nutritional content of popular diets.
	20. Differentiate among under-nutrition, nutrition, and overnutrition.
	21. Select from a variety of meal patterns based on nutritive value.
SOCIAL AND CULTURAL SIGNIFICANCE	22. Analyze how psychological, cultural, economic, and physiological factors affect food choices.
	23. Demonstrate socially-acceptable mealtime etiquette.
	24. Recognize the benefits and hazards of using food supplements.

MODULE: FAMILY FOOD AND SOCIETY

TOPICS	STUDENT OUTCOMES
	Students will
SOCIAL AND CULTURAL SIGNIFICANCE (continued)	25. Recognize the consequences of eating disorders. Examples: anorexia, bulemia, obesity
	26. Plan an eating and exercise program that will help maintain desirable weight.
	27. Recognize the relationship of hunger, taste, and appetite to overeating and obesity.
MEAL MANAGEMENT AND SERVICE	28. Plan and prepare meals following an orderly procedure.
	29. Analyze influences on meal planning. Examples: family customs, cost, time and energy, life-cycle stages, health conditions
	30. Compare similar foods for cost, convenience, and nutritive value. Examples: frozen broccoli, fresh broccoli
	31. Prepare and maintain the nutrient quality, appearance, and safety of food.

MODULE: FAMILY FOOD AND SOCIETY

TOPICS	STUDENT OUTCOMES
	Students will
MEAL MANAGEMENT AND SERVICE (continued)	32. Plan, prepare, and serve meals in various styles for individuals and families in different stages of the life cycle and with different health conditions.
	33. Use the principles of table setting and meal service for various occasions.
SPECIAL DIETARY NEEDS	34. Determine appropriate meal plans for persons with special nutritional needs. Examples: diabetic, pregnant teen, convalescent, athlete
FOOD TECHNOLOGY	35. Recognize the impact of technology on food production and availability. Examples: alternate protein sources, hydroponics, gene splicing, improved fertilizers
	36. Store surplus food. Examples: freezing, drying, canning
	37. Recognize the existence of alternate protein sources. Examples: soybeans, single-cell protein, leaf protein concentrate, fish protein concentrate

MODULE: FAMILY FOOD AND SOCIETY

TOPICS	STUDENT OUTCOMES
	Students will
FOOD TECHNOLOGY (continued)	38. Analyze the various food additives in relation to function, source, and government control.
SHARED RESPONSIBILITIES	39. Recognize that families share the common concern for making more nutritious food available to all people. Examples: community food bank, soup kitchen, disaster relief
	40. Realize that individuals and families share responsibility for societal policies and laws related to food.

HOME ECONOMICS EDUCATION

FAMILY AND SOCIETY

MODULE: FAMILY CLOTHING AND SOCIETY

TOPICS	STUDENT OUTCOMES
	Students will
CLOTHES AND FASHION	41. Identify influences on the clothing and textile industry. - Fashion cycle - Economics - Politics - Life-style
	42. Identify signs of individuality and conformity expressed in fashion choices.
	43. Choose appropriate clothing for various activities and climates.
	44. Apply the art elements and principles of design in selection and construction of clothing and accessories.
CLOTHING AND TEXTILES ACQUISITION	45. Analyze cultural, social, and psychological factors that influence acquisition and use of clothing and textiles.
	46. Realize that clothing needs change throughout the life cycle.
	47. Realize how consumers control the availability of textile and clothing products.
	48. Use consumer skills to obtain clothing in keeping with needs and available resources.
	49. Evaluate properties and characteristics of textiles in relation to anticipated use.
	50. Demonstrate simple clothing repairs and alterations.

MODULE: FAMILY CLOTHING AND SOCIETY

TOPICS	STUDENT OUTCOMES
	Students will
CLOTHING AND TEXTILES ACQUISITION (continued)	51. Determine proper care of various fabrics.
	52. Recognize laws on labeling and their implications for purchasing family clothing.
CONSUMER CLOTHING	53. Analyze present wardrobe and plan purchasing priorities.
	54. Compare various retail services in relation to special features, location, inventory, range of brands, size range, level of sales assistance, preferred payment, and packaging.
	55. Judge workmanship in garment construction.
	56. Choose appropriate clothing for various family members based on appearance, budget, and wardrobe needs.
	57. Understand consumer rights and responsibilities as they relate to clothing purchases.
	58. Identify sources of clothing and textile information for consumer protection.
	59. Assess the influence of advertising on clothing decisions.
	60. Differentiate between impulse buying and comparative shopping.

MODULE: FAMILY CLOTHING AND SOCIETY

TOPICS	STUDENT OUTCOMES
	Students will
APPAREL TECHNOLOGY	61. Comprehend the interdependence of technology and the apparel industry. Examples: laser cutter, computerized pattern layouts
SHARED RESPONSIBILITIES	62. Recognize that families share a common concern for making adequate clothing available to all people. 63. Realize that individuals and families share responsibility for societal policies and laws related to clothing and textiles.

MODULE: FAMILY LIVING ENVIRONMENTS AND SOCIETY

TOPICS	STUDENT OUTCOMES
	Students will
LIVING SPACE	64. Analyze the physical, psychological, aesthetic, and sociocultural factors that impact on living space requirements.
	65. Analyze living space requirements for meeting unique needs of individuals and groups.
	66. Identify the five types of space that affect quality of life. - Personal - Interpersonal - Storage - Public - World
	67. Recognize that support systems affect quality of life. - Water systems - Waste removal systems - Heating and cooling systems - Electrical systems - Pollution control systems
	68. Understand how shelter needs change throughout the life cycle.
	69. Assess housing alternatives available to individuals and families. Examples: single-family dwellings, multiple-family dwellings

MODULE: FAMILY LIVING ENVIRONMENTS AND SOCIETY

TOPICS	STUDENT OUTCOMES
	Students will
LIVING SPACE (continued)	70. Compare renting and owning personal living space.
	71. Use blueprints and floor plans to visualize living space.
	72. Analyze how art elements and principles of design affect space.
FURNISHINGS AND EQUIPMENT	73. Analyze factors which affect furniture design. - Materials - Technology - Life-styles - Status
	74. Recognize how interior design affects function and beauty.
	75. Compare furniture for price, material, workmanship, construction details, and style.
	76. Identify furnishings and/or equipment needs for various stages of the life cycle.
	77. Compare home furnishings and equipment for durability, cost, design, suitability of purpose, and energy use.
MAINTENANCE	78. Maintain and protect furnishings, appliances, and living space.
	79. Demonstrate ways to conserve energy.
	80. Use electrical appliances safely.

HOME ECONOMICS EDUCATION

FAMILY AND SOCIETY

MODULE: FAMILY LIVING ENVIRONMENTS AND SOCIETY

TOPICS	STUDENT OUTCOMES
	Students will
TECHNOLOGY	81. Assess the impact of technology on living space, equipment, furnishings, and their maintenance. - Past - Present - Future
	82. Develop an awareness of ways the shift from a national economy to a world economy affects families. Examples: imports, foreign business ownerships
SHARED RESPONSIBILITIES	83. Recognize that families share a common concern for making adequate living space available for all people.
	84. Realize that individuals and families share responsibility for societal policies and laws related to living environments. - Home - Community

HOME ECONOMICS EDUCATION

FAMILY AND SOCIETY

MODULE: PARENTING

TOPICS	STUDENT OUTCOMES
	Students will
THE FAMILY	85. Comprehend the significance of family from a personal, community, national, and global perspective.
	86. Analyze the functions of the family in regard to individual members and society.
	87. Recognize kinds of influences on the family. - Past - Present - Future
	88. Examine critical issues regarding establishing a family and parenting.
	89. Identify various stages in the changing family life cycle.
PARENTAL READINESS	90. Recognize the need for a positive self-concept in individuals and family members.
	91. Recognize the factors that influence parenting readiness.
	92. Recognize the benefits of effective parenting.

MODULE: PARENTING

TOPICS	STUDENT OUTCOMES
	Students will
PARENTAL READINESS (continued)	93. Use guidelines for parenthood decision-making. - Knowledge of child development and care - Patience with young children - Energy level - Regulation of personal priorities - Shared parenthood responsibilities - Material resources - General readiness - Time needed 94. Understand how styles of parenting affect the development of children. - Authoritarian - Democratic - Permissive 95. Recognize the interdependence of parents and children throughout the life cycle. 96. Comprehend the significance of various aspects of parenting. Examples: modeling, guidance, parental needs 97. Examine the rewards and responsibilities of parenting. Examples: joys and disappointments of parenting, planning for children's well-being

MODULE: PARENTING

TOPICS	STUDENT OUTCOMES
	Students will
CHILD DEVELOPMENT THEORIES	98. Develop an awareness of the major theories of human development. Examples: Freud's Theory of Personality Development, Erikson's Theory of Ego Development, Skinner's Theory of the Environmental Effects on Behavior, Piaget's Theory of the Development of Thought and Reasoning
	99. Identify the stages of Erikson's theory of psychosocial development. - Basic trust or mistrust - Autonomy - Industry and productivity - Adolescent identity - Adult intimacy - Generativity - Integrity
	100. Identify the stages of Piaget's theory of mental development. - Sensorimotor - Preoperational - Concrete operations - Formal operations
CHILD GROWTH AND DEVELOPMENT	101. Understand the complexity of child development and diversity of parenting practices.
	102. Explain the importance of prenatal care for a mother and baby.

MODULE: PARENTING

TOPICS	STUDENT OUTCOMES
	Students will
CHILD GROWTH AND DEVELOPMENT (continued)	103. Develop an awareness of factors which influence growth and development. - Genetics and heredity - Environment - Developmental disorders - Glandular functioning
	104. Recognize characteristics of the four stages of child development. - Prenatal - Infancy - Childhood - Adolescence
	105. Identify the factors that affect the prenatal stage. - Genetic endowment - Nutrition - Environment
	106. Recognize the periods of prenatal development. - Ovum - Embryo - Fetus
	107. Explain the stages of labor in the birth process.
	108. Demonstrate practical skills in providing physical care for infants and children. Examples: bathing, dressing

MODULE: PARENTING

TOPICS	STUDENT OUTCOMES
	Students will
CHILD GROWTH AND DEVELOPMENT (continued)	109. Identify characteristics of a child's growth. - Physical - Intellectual - Social - Emotional - Moral
	110. Differentiate between growth and maturation.
	111. Understand contributing causes of various types of birth defects.
PARENTING SKILLS	112. Identify the factors that contribute to the development of self-esteem in children.
	113. Realize the importance of a nurturing environment in fostering self-image and identity.
	114. Identify factors that affect the parent-child relationship.
	115. Create environments for children to learn acceptable behavior. Examples: communication, basic needs, family stability
	116. Recognize how child abuse and neglect affect an individual, a family, and society.
	117. Recognize skills needed for intergenerational living. Examples: nutrition, financial management, communication

HOME ECONOMICS EDUCATION

FAMILY AND SOCIETY

MODULE: PARENTING

TOPICS	STUDENT OUTCOMES
	Students will
FAMILY SUPPORT SYSTEMS	118. Develop an awareness of local community resources available for prospective parents. Examples: classes in natural childbirth, well-baby clinics, day-care centers for children
	119. Identify services of doctors in various areas of child care. - Gynecology - Obstetrics - Pediatrics - Neonatology - Pediatric dentistry
SHARED RESPONSIBILITIES	120. Recognize that families share the common concern for providing support services for all families.
	121. Realize that individuals and families share responsibility for societal policies and laws related to parenting. Examples: seat belts for children, fabric flammability labeling

HOME ECONOMICS EDUCATION

FAMILY AND SOCIETY

MODULE: FAMILY, COMMUNITY, AND JOBS

TOPICS	STUDENT OUTCOMES
	Students will
BALANCING WORK AND FAMILY	122. Understand the interaction of work and family life.
	123. Recognize the multiple roles of men and women in today's society.
	124. Use management skills to assist with combining work and family life.
	125. Recognize support systems helpful to families in balancing work and family life. Examples: after-school care, mothers-day-out programs
	126. Understand the relationship between life-style and career choice.
ADULT RESPONSIBILITIES	127. Recognize the responsibilities of adults in helping families and the community adjust to change.
	128. Justify decisions made related to individual and family concerns. Examples: use of leisure time, career decisions, education decisions
PERSPECTIVES ON QUALITY OF LIFE	129. Differentiate among life-style, quality of life, and standard of living.

MODULE: FAMILY, COMMUNITY, AND JOBS

TOPICS	STUDENT OUTCOMES
	Students will
PERSPECTIVES ON QUALITY OF LIFE (continued)	130. Recognize that a variety of factors affect quality of life. - Education - Job and/or career - Health - Economics - Environment - Family and/or friends - Leisure-time activities - Attitudes
	131. Recognize the need to balance individual and group rights and responsibilities.
PRODUCTIVITY	132. Analyze attitudes and habits that affect productivity. Examples: dependability, resourcefulness, dedication
	133. Adopt traits conducive to working with others. Example: effective communication skills
CAREER DEVELOPMENT	134. Understand the work of the family as it affects career development. Examples: meaning of work of the family, work roles of family members
	135. Recognize the difference between a job and a career.
	136. Exhibit skills and behavior that contribute to employability and job success.

HOME ECONOMICS EDUCATION

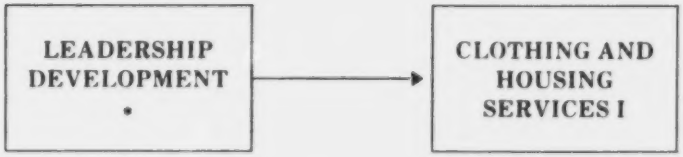
FAMILY AND SOCIETY

MODULE: FAMILY, COMMUNITY, AND JOBS

TOPICS	STUDENT OUTCOMES
	Students will
CAREER DEVELOPMENT (continued)	137. Use critical thinking skills in making job and/or career decisions. - Job trends - Personal interests - Aptitudes - Appropriate skills - Opportunities for advancement - Working conditions

CLOTHING AND HOUSING SERVICES I

(Level I — Grade 11 or 12, Year-long Course)



- Organizational Skills
- Communication
- Critical Thinking
- Project Development

- Apparel and Home Furnishings Industry
- Apparel Production
- Career Development

* **Future Homemakers of America is the instructional system designed to accomplish these outcomes as an integral part of the course.**

HOME ECONOMICS EDUCATION

CLOTHING AND HOUSING SERVICES I

This is a year-long job component course. It lays the foundation for preparing students for occupations related to the apparel and home furnishings industry. Level I analyzes career opportunities, focusing on developing skills for production and for seeking and securing jobs in the field. Level I is prerequisite to Level II. Future Homemakers of America (FHA/HERO) is the instructional system designed to accomplish the leadership outcomes in critical thinking, communication, goal setting, and project development that are important aspects of each module.

TOPICS	STUDENT OUTCOMES
	Students will
LEADERSHIP DEVELOPMENT	See pages 9-10, Outcomes 1-17.
APPAREL AND HOME FURNISHINGS INDUSTRY	18. Analyze career opportunities in the apparel and home furnishings industry. - Sewing machine operator - Custom dressmaker - Alterationist - Home furnishings assistant - Tailor - Drapery maker - Apparel designer - Salesperson 19. Compare education and training needed for careers in the various areas of the apparel and home furnishings industry. 20. Operate industrial sewing equipment safely and efficiently. - Home-type machine - Basic industrial machine - Serger (home/industrial) - Pressing equipment - Cutting equipment

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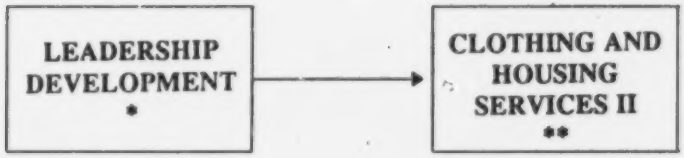
HOME ECONOMICS EDUCATION

CLOTHING AND HOUSING SERVICES I

TOPICS	STUDENT OUTCOMES
	Students will
APPAREL PRODUCTION	21. Compare methods of apparel production. Examples: hand sewing, home-type sewing, industrial-type sewing, sonic fusion
	22. Use industrial- and home-type sewing skills for apparel production. - Pants - Jackets - Shirts - Skirts - Coats - Dresses - Suits - Lingerie
	23. Follow a production work order.
	24. Recognize sewing that meets standards for quality control.
CAREER DEVELOPMENT	25. Use critical thinking skills in making job and/or career decisions. - Job trends - Personal interests - Aptitudes - Appropriate skills - Opportunities for advancement - Working conditions - Education and/or training

CLOTHING AND HOUSING SERVICES II***

(Level II — Grade 12, Year-long Course)



- Organizational Skills
- Communication
- Critical Thinking
- Project Development

- Textiles
- Alterations and Maintenance
- Home Furnishings Production
- Entrepreneurship
- Job-seeking skills

* Future Homemakers of America is the instructional system designed to accomplish these outcomes as an integral part of the course.

** Supervised practical experiences are a part of the Level II course.

*** All job-component student outcomes may be achieved through cooperative training.

HOME ECONOMICS EDUCATION

CLOTHING AND HOUSING SERVICES II

This course builds upon Level I and prepares students for occupations related to the apparel and home furnishings industry. Level II emphasizes skill development in textiles, alterations, and home furnishings. Supervised practical experiences are a part of Level II. Leadership outcomes in critical thinking, communication, goal setting, and project development accomplished in Level I should be expanded and applied in Level II.

TOPICS	STUDENT OUTCOMES
	Students will
LEADERSHIP DEVELOPMENT	See pages 9-10, Outcomes 1-17.
TEXTILES	18. Recognize the role of the textile industry in the economy of the United States.
	19. Distinguish between natural and manufactured fibers and yarns.
	20. Analyze methods of fabric construction and finishes.
	21. Develop an awareness of laws that affect the textile industry.
	22. Interpret standards used by textile industries.
	23. Use consumer information about the textile industry.
	24. Recognize the ecological implications when using textiles. Examples: pollution, diminishing supply
ALTERATIONS AND MAINTENANCE	25. Develop skills needed to make alterations. - Construction skills - Speed - Accuracy

HOME ECONOMICS EDUCATION

CLOTHING AND HOUSING SERVICES II

TOPICS	STUDENT OUTCOMES
	Students will
ALTERATIONS AND MAINTENANCE (continued)	26. Determine and make needed alterations.
	27. Follow alteration work orders. - Coats - Pants - Skirts - Dresses - Jackets - Lingerie
	28. Make repairs on clothing. - Broken stitches - Frayed buttonholes - Weak and/or frayed seams - Broken zippers - Frayed collar and/or cuffs
HOME FURNISHINGS PRODUCTION	29. Compare various home furnishings for price, construction details, and fabric suitability. - Table mats and napkins - Pillows - Bed coverings - Window treatments
	30. Construct home furnishings. - Table mats and napkins - Pillows - Bed coverings - Window treatments
ENTREPRENEURSHIP	31. Interpret the meaning of entrepreneurship.

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HOME ECONOMICS EDUCATION

CLOTHING AND HOUSING SERVICES II

TOPICS	STUDENT OUTCOMES
	Students will
ENTREPRENEURSHIP (continued)	32. Understand various aspects of the operation of a business. - Responsibility of employers to employees - Overhead - Reports - Productivity - Customer satisfaction - Merchandising - Budgeting - Laws - Regulations
	33. Examine steps involved in starting a small business. Examples: determining need, determining type of ownership, securing permit, determining location, obtaining financing
JOB-SEEKING SKILLS	34. Assess the relationship among attitudes, team work, and productivity.
	35. Compare personal characteristics and qualifications needed for jobs and/or careers in various clothing and housing services.
	36. Assess employability potential.
	37. Interview for jobs and/or positions. - Employment tests - Résumés - Application forms - Letters of application - Interviews for jobs and/or positions - Job possibility follow-up

TOPICS	STUDENT OUTCOMES
	Students will
JOB-SEEKING SKILLS (continued)	38. Exhibit work habits associated with job success. Examples: dependability, punctuality, pride, loyalty

FOOD PRODUCTION AND SERVICES I

(Level I — Grade 11 or 12, Year-long Course)

- Organizational Skills
- Communication
- Critical Thinking
- Project Development

- Food Services
- Safety and Sanitation
- Nutrition
- Quantity Food Production
- Presentation and Service
- Career Development

• Future Homemakers of America is the instructional system designed to accomplish these outcomes as an integral part of the course.

HOME ECONOMICS EDUCATION

FOOD PRODUCTION AND SERVICES I

This job component course is offered to students interested in the preparation and/or service of food for restaurants, cafeterias, institutions, or other food industries. Food Production and Services I is prerequisite to Level II and includes the study of nutrition, safety and sanitation, food preparation in quantity, and presentation and service. Career development is an important component of this course. Students develop skills and ability in organization, decision making, and critical thinking through the leadership module, with outcomes applied as an integral part of the other modules. Future Homemakers of America (FHA/HERO) is the instructional system designed to accomplish these leadership outcomes.

TOPICS	STUDENT OUTCOMES
	Students will
LEADERSHIP DEVELOPMENT	See pages 9-10, Outcomes 1-17.
FOOD SERVICES	18. Identify trends that affect the food service industry. Examples: population shifts, catering demands, increasing numbers of working women, travelers, single parents
	19. Categorize the various types of food services.
SAFETY AND SANITATION	20. Practice personal hygiene.
	21. Identify ways diseases may be spread through careless handling of utensils, food, and equipment.
	22. Use sanitation procedures for washing dishes, flatware, and equipment.
	23. Use sanitation procedures for receiving, preparing, storing, and serving food.

HOME ECONOMICS EDUCATION

FOOD PRODUCTION AND SERVICES I

TOPICS	STUDENT OUTCOMES
	Students will
SAFETY AND SANITATION (continued)	24. Use fire safety rules and procedures.
	25. Operate equipment in a safe and efficient manner. Examples: blender, meat slicer, steam equipment, food processor
	26. Develop an awareness of sanitation laws that affect food service and facilities.
	27. Recognize the ecological implication when using a variety of products. Examples: aluminum foil, styrofoam, biodegradable detergents, plastics
NUTRITION	28. Understand the meaning and significance of food for health and wellness. Examples: physical, mental, emotional
	29. Analyze individual and family dietary needs throughout the life cycle.
	30. Recognize nutrition-related health problems and diseases.
	31. Use nutrition knowledge to make decisions about menu planning and food choice.

HOME ECONOMICS EDUCATION

FOOD PRODUCTION AND SERVICES I

TOPICS	STUDENT OUTCOMES
	Students will
QUANTITY FOOD PREPARATION	32. Apply management skills in the use and care of equipment. Examples: safety practices, equipment manuals
	33. Interpret format, terms, measurements, and weights in following standardized recipes.
	34. Follow the principles and methods of preparing various types of foods. - Batters and doughs - Cakes - Cookies - Pies - Garnishes - Salads - Meats - Vegetables - Desserts - Beverages - Fruits
	35. Follow food storage principles.
	36. Follow work simplification procedures in food preparation. Examples: work station arrangement, work sequence, work positions
	37. Practice food portioning and cost control.
PRESENTATION AND SERVICE	38. Set tables for various types of service and menus. Examples: seated, cafeteria, buffet, short order

TOPICS	STUDENT OUTCOMES
	Students will
PRESENTATION AND SERVICE (continued)	39. Adopt personal characteristics essential for success in the food service industry. Examples: cleanliness, courtesy, positive attitude
	40. Practice skills appropriate for serving customers.
	41. Apply various methods of displaying, garnishing, and serving foods.
CAREER DEVELOPMENT	42. Use critical-thinking skills in making job and/or career decisions. - Job trends - Personal interests - Aptitudes - Appropriate skills - Opportunities for advancement - Working conditions - Education and/or training

FOOD PRODUCTION AND SERVICES II***

(Level II — Grade 12, Year-long Course)

- Organizational Skills
- Communication
- Critical Thinking
- Project Development

- Quantity Food Preparation and Presentation
- Nutrition
- Purchasing, Receiving, and Storing
- Portion Control
- Entrepreneurship
- Job-seeking Skills

* Future Homemakers of America is the instructional system designed to accomplish these outcomes as an integral part of the course.

** Supervised practical experiences are a part of the Level II course.

*** All job-component student outcomes may be achieved through cooperative training.

HOME ECONOMICS EDUCATION

FOOD PRODUCTION AND SERVICES II

Food Production and Services II is offered as a follow-up to the prerequisite Level I course. It is for students interested in the preparation and/or service of food for restaurants, cafeterias, institutions, or other food industries. This course enables students to acquire advanced levels of skills introduced in Level I and introduces purchasing, receiving, and storing as well as portion control. Supervised practical experiences are a part of Level II. Leadership outcomes in critical thinking, communication, goal setting, and project development accomplished in Level I should be expanded and applied in Level II.

TOPICS	STUDENT OUTCOMES
	Students will
LEADERSHIP DEVELOPMENT	See pages 9-10, Outcomes 1-17.
QUANTITY FOOD PREPARATION AND PRESENTATION	18. Prepare food items and/or meals in quantity.
	19. Prepare, garnish, and serve food with variety and appeal.
	20. Follow principles of cookery in preparation of food.
	21. Differentiate between prepared food that is acceptable and unacceptable for serving.
	22. Follow established rules and regulations for emergency situations with equipment, personnel, and customers.
NUTRITION	23. Understand that nutritional needs change throughout the life cycle.
	24. Analyze menus for nutritive content and caloric value.
	25. Prepare menus for specialty meals.

HOME ECONOMICS EDUCATION

FOOD PRODUCTION AND SERVICES II

TOPICS	STUDENT OUTCOMES
	Students will
PURCHASING, RECEIVING, AND STORING	26. Apply principles of purchasing, receiving, and storing supplies and food.
	27. Prepare an inventory of supplies, food, and equipment.
PORTION CONTROL	28. Analyze the relationship among portion control, business profit, and consumer satisfaction.
	29. Use standard weights and measures to control portions and cost.
ENTREPRENEURSHIP	30. Interpret the meaning of entrepreneurship.
	31. Understand that various factors affect the operation of a business. - Responsibility of employers to employees - Control of food costs - Overhead - Reports - Productivity - Menus - Customer satisfaction - Merchandising - Budgeting - Laws - Regulations
	32. Examine steps involved in starting a small business. Examples: determining the need, determining type of ownership, securing permit, determining location, obtaining financing

HOME ECONOMICS EDUCATION

FOOD PRODUCTION AND SERVICES II

TOPICS	STUDENT OUTCOMES
	Students will
JOB-SEEKING SKILLS	33. Assess the relationship among attitudes, team work, and productivity.
	34. Compare personal characteristics and qualifications needed for various food service jobs and/or careers.
	35. Assess employability potential.
	36. Understand steps in locating and securing a job. - Employment tests - Résumés - Application forms - Letters of application - Interviews for jobs and/or positions - Job possibility follow-up
	20. Exhibit work habits associated with job success. Examples: dependability, punctuality, pride, loyalty

CHILD CARE AND PARENTING SERVICES I

(Level I — Grade 11 or 12. Year-long Course)

- Organizational Skills
- Communication
- Critical Thinking
- Project Development

- Care-giving Services
- Health and Safety
- Child Care Environment
- Care and Development of Children
- Preschool Learning Experiences
- Career Development

* Future Homemakers of America is the instructional system designed to accomplish these outcomes as an integral part of the course.

HOME ECONOMICS EDUCATION

CHILD CARE AND PARENTING SERVICES I

Child Care and Parenting Services is a two-year program for eleventh and twelfth graders. The course content of Level I offers students opportunities to develop basic skills necessary for providing care-giving services. These skills emphasize creating a healthy and safe environment in the nurturing and teaching of children.

TOPICS	STUDENT OUTCOMES
	Students will
LEADERSHIP DEVELOPMENT	See pages 9-10, Outcomes 1-17.
CARE-GIVING SERVICES	18. Compare various types of care-giving services. - Privately owned centers - Industry-supported centers - After-school programs - Play groups - Cooperative child care - Nursing homes - Church-linked programs - In-home care - Government-supported centers
	19. Analyze factors affecting the quality of a caregiving setting. - Equipment - Space - Staff - Environment - Program
	20. Identify licensing standards for a care-giving facility.
	21. Evaluate personal benefits derived from a career of work with young children or the elderly.

TOPICS	STUDENT OUTCOMES
	Students will
HEALTH AND SAFETY	22. Understand factors that affect health and safety in a care-giving center. - Medical requirements - Medication policy - Hygiene practices - Food service - Napping and/or resting practices - Supervision
	23. Identify safety practices in a care-giving center. Examples: accident prevention, storage of supplies and equipment, supervision of activities
	24. Follow determined procedures for emergencies. Examples: fire drill, tornado drill, injuries
	25. Understand the need to conserve, preserve, and recycle resources.
	26. Identify current societal issues that affect quality of life for children. Examples: child abuse, divorce, drugs, latch-key children, teen parents, earth ecology, political and economic systems

TOPICS	STUDENT OUTCOMES
	Students will
CHILD CARE ENVIRONMENT	27. Analyze family factors that affect young children. Examples: type of family, number in the family, family economics, family activities, educational level, family work
CARE AND DEVELOPMENT OF CHILDREN	28. Recognize the developmental needs of children. - Physical - Intellectual - Social - Emotional - Moral 29. Select developmentally appropriate methods of guiding behavior. Examples: modeling, encouraging independence, allowing choices, setting limits, using positive reinforcement
PRESCHOOL LEARNING EXPERIENCES	30. Recognize that the goal of guiding children's behavior is self-control. 31. Use activities that encourage learning and expressing by children at different developmental levels. Examples: play, art, language arts, music, cooking, math, science

TOPICS	STUDENT OUTCOMES
	Students will
CAREER DEVELOPMENT	32. Interpret the meaning of entrepreneurship. 33. Consider important factors in making job and/or career decisions. - Job trends - Personal interests - Aptitudes - Appropriate skills - Opportunities for advance- - ment - Working conditions - Education and/or training

CHILD CARE AND PARENTING SERVICES II***

(Level II — Grade 12, Year-long Course)

- Organizational Skills
- Communication
- Critical Thinking
- Project Development

- Directing Preschool Learning Experiences
- Child Growth and Development
- Children with Exceptionalities
- Gerontology
- Entrepreneurship
- Job-seeking Skills

* Future Homemakers of America is the instructional system designed to accomplish these outcomes as an integral part of the course.

** Supervised practical experiences are a part of the Level II course.

*** All job-component student outcomes may be achieved through cooperative training.

HOME ECONOMICS EDUCATION

CHILD CARE AND PARENTING SERVICES II

Child Care and Parenting Services II is the second level of a two-year program. Level II offers more in-depth experiences in directing preschool learning experiences. In addition, students acquire knowledge in the concept areas of child growth and development, children with exceptionalities, and gerontology. Supervised practical experiences are a part of Level II. Leadership outcomes in critical thinking, communication, goal setting, and project development accomplished in Level I should be expanded and applied in Level II.

TOPICS	STUDENT OUTCOMES
	Students will
LEADERSHIP DEVELOPMENT	See pages 9-10, Outcomes 1-17.
DIRECTING PRESCHOOL LEARNING EXPERIENCES	18. Use visual aids that enhance learning activities. Examples: bulletin boards, flannel boards, videos
	19. Plan and use developmentally appropriate language arts activities for children. Examples: storytelling, puppetry, games
	20. Plan and use developmentally appropriate mathematics activities for children. Examples: games, block building, cooking activities
	21. Plan and use developmentally appropriate science and nature activities for children. Examples: plant seeds, visit the zoo, keep a classroom pet, take nature walks, collect items for recycling

HOME ECONOMICS EDUCATION

CHILD CARE AND PARENTING SERVICES II

TOPICS	STUDENT OUTCOMES
	Students will
CHILD GROWTH AND DEVELOPMENT	22. Relate each facet of self-development to the total development of the individual. - Physical - Intellectual - Emotional - Social
	23. Examine possible effects of heredity and environment on individual development.
	24. Analyze the orderly sequence of maturation processes at each stage of development. - Prenatal - Birth - Infancy - Toddler - Preschooler - Middle childhood - Adolescent - Adult - Aged
	25. Recognize that human development research has affected methods of working with children. - Erikson - Maslow - Freud - Gesell - Piaget - Skinner - Montessori
	26. Understand that care givers affect the development of the whole child.

HOME ECONOMICS EDUCATION

CHILD CARE AND PARENTING SERVICES II

TOPICS	STUDENT OUTCOMES
	Students will
CHILDREN WITH EXCEPTIONALITIES	27. Interpret needs of children with exceptionalities. - Physical - Social - Emotional - Intellectual
	28. Implement learning activities for children with exceptionalities. Examples: orthopedically impaired, visually impaired, emotionally conflicted
GERONTOLOGY	29. Analyze adjustments frequently faced by the elderly. - Shifts in dependency - Shifts in roles - Retirement - Job loss - Less income - Chronic illness - Sensory loss - Loss of mobility - Loss of spouse - Changing role in community - Loss of physical ability - Loss of home
	30. Locate resources for helping elderly with problem areas. Examples: rehabilitation, home-health aide, hospice, meal-on-wheels
ENTREPRENEURSHIP	31. Interpret the meaning of entrepreneurship.

HOME ECONOMICS EDUCATION

CHILD CARE AND PARENTING SERVICES II

TOPICS	STUDENT OUTCOMES
	Students will
ENTREPRENEURSHIP (continued)	32. Understand that various factors affect the operation of a business. - Responsibility of employer to employees - Overhead - Reports - Productivity - Customer satisfaction - Merchandising - Budgeting - Laws - Regulations
	33. Examine steps involved in starting a small business. Examples: determining the need, determining type of ownership, securing permit, determining location, obtaining financing
JOB-SEEKING SKILLS	34. Assess the relationship among attitudes, team work, and productivity.
	35. Compare characteristics and qualifications needed for various child care/parenting jobs/careers.
	36. Assess personal employability potential.

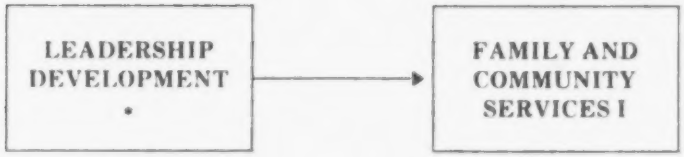
HOME ECONOMICS EDUCATION

CHILD CARE AND PARENTING SERVICES II

TOPICS	STUDENT OUTCOMES
	Students will
JOB-SEEKING SKILLS (continued)	37. Understand steps in locating and securing a job. - Employment tests - Résumés - Application forms - Letters of application - Interviews for jobs and/or positions - Job possibility follow-up 38. Exhibit work habits associated with job success. Examples: dependability, punctuality, pride, loyalty

FAMILY AND COMMUNITY SERVICES I

(Level II — Grade 11 or 12, Year-long Course)



- Organizational Skills
- Communication
- Critical Thinking
- Project Development

- Human Relations
- Family Service Skills
- Community Service Skills
- Career Development

* Future Homemakers of America is the instructional system designed to accomplish these outcomes as an integral part of the course.

HOME ECONOMICS EDUCATION

FAMILY AND COMMUNITY SERVICES I

Family and Community Services is a two-year program for eleventh and twelfth graders. Level I helps students to gain skills for entry-level work. Students interested in occupations providing services to the family or the community are provided opportunities to learn about human relations and to develop skills needed to perform family and community service jobs. Career-development skills are emphasized.

TOPICS	STUDENT OUTCOMES
	Students will
LEADERSHIP DEVELOPMENT	See pages 9-10, Outcomes 1-17.
HUMAN RELATIONS	18. Understand the significance of having a positive attitude when taking instructions from a supervisor.
	19. Use appropriate communication skills in an employee-employer relationship.
	20. Demonstrate positive attitudes when performing work assignments.
FAMILY SERVICE SKILLS	21. Recognize the necessity of maintaining a clean environment.
	22. Use safe and ecologically sound practices when performing family service skills. Examples: recycling, using biodegradable cleansers
COMMUNITY SERVICE SKILLS	23. Understand standards for a clean hotel, motel, or resort room.
	24. Follow safety standards when providing hotel, motel, and resort cleaning services.

HOME ECONOMICS EDUCATION

FAMILY AND COMMUNITY SERVICES I

TOPICS	STUDENT OUTCOMES
	Students will
CAREER DEVELOPMENT	25. Analyze opportunities for careers in occupations related to Family and Community Services.
	26. Apply service skills in different careers.

FAMILY AND COMMUNITY SERVICES II***

(Level II — Grade 12. Year-long Course)

- Organizational Skills
- Communication
- Critical Thinking
- Project Development

- Family and Community Service Skills
- Entrepreneurship
- Job-seeking Skills

* Future Homemakers of America is the instructional system designed to accomplish these outcomes as an integral part of the course.

** Supervised practical experiences are a part of the Level II course.

*** All job-component student outcomes may be achieved through cooperative training.

HOME ECONOMICS EDUCATION

FAMILY AND COMMUNITY SERVICES II

Family and Community Services is a two-year program for eleventh and twelfth graders. Level II provides learning experiences for students to acquire more advanced skills in human relations, family services, community services, and career development. Supervised practical experiences are a part of Level II. Leadership outcomes in critical thinking, communication, goal setting, and project development accomplished in Level I should be expanded and applied in Level II.

TOPICS	STUDENT OUTCOMES
	Students will
LEADERSHIP DEVELOPMENT	See pages 9-10, Outcomes 1-17.
FAMILY AND COMMUNITY SERVICE SKILLS	18. Apply principles of management for cleaning services.
	19. Use appropriate products for various cleaning services.
	20. Follow directions for use on product packages.
	21. Contact manufacturers with questions or problems about the use of products.
	22. Recognize the composition and characteristics of various surfaces to be cleaned.
	23. Follow appropriate procedures for cleaning space and/or surfaces.
	24. Use correct equipment for the job.
	25. Use cleaning procedures that save time and motion.

HOME ECONOMICS EDUCATION

FAMILY AND COMMUNITY SERVICES II

TOPICS	STUDENT OUTCOMES
	Students will
ENTREPRENEURSHIP	26. Interpret the meaning of entrepreneurship.
	27. Understand that various factors affect the operation of a business. - Responsibility of employers to employees - Overhead - Reports - Productivity - Customer satisfaction - Budgeting - Laws - Regulations
	28. Examine steps involved in starting a small business. Examples: determining need, determining type of ownership, securing permit, determining location, obtaining financing
JOB-SEEKING SKILLS	29. Assess the relationship among attitudes, team work, and productivity.
	30. Compare personal characteristics and qualifications needed for jobs and/or careers in various family and community services.
	31. Assess employability potential.

HOME ECONOMICS EDUCATION

FAMILY AND COMMUNITY SERVICES II

TOPICS	STUDENT OUTCOMES
	Students will
JOB-SEEKING SKILLS (continued)	32. Understand steps in locating and securing a job. - Employment tests - Résumés - Application forms - Letters of application - Interviews for jobs and/or positions - Job possibility follow-up
	33. Exhibit work habits associated with job success. Examples: dependability, punctuality, pride, loyalty

COOPERATIVE TRAINING

Cooperative training is a teaching method used in some occupational preparation programs. It includes supervised, on-the-job training and related classroom instruction. Each cooperative student is supervised by a teacher-coordinator. Students attend classes part of the day and work in an approved work setting a minimum of three hours and a maximum of five hours per day. Together with the on-the-job training sponsor and the student, the teacher-coordinator develops a training agreement and an individualized training plan that identifies learning experiences designed to meet the student's occupational objective.

Written training agreements include:

(1) Provisions for the employment of student workers in conformity with federal, state, and local laws and regulations and in a manner not resulting in exploitation of student workers for private gain.

(2) Related occupational instruction in school.

(3) Payment of the prevailing wage for employment to student workers or reduced minimum wage approved by appropriate federal or state agency.

(4) School credit awarded for on-the-job training.

In the classroom, students receive instruction related to their on-the-job training experiences. The training plan outlines the sequential classroom instruction and on-the-job training a student is to receive. The training plan is the basis for evaluating the student's progress on the job and in the classroom. A minimum of 540 hours of on-the-job training is required for a student to meet the objectives of this program.

VOCATIONAL STUDENT ORGANIZATIONS

Vocational Student Organizations (VSOs) provide a unique instructional method for attaining the student outcomes identified in each vocational program. The VSO activities are considered part of the instructional day as they are directly related to the competencies, goals, and objectives of the program.

Participation in any VSO provides students with various opportunities to:

Develop leadership skills.
Enhance vocational preparation.
Work together as a team.
Become productive citizens in a democracy.
Strengthen critical-thinking skills.
Facilitate and encourage personal development.
Develop human relations skills.
Gain recognition for accomplishments.
Develop decision-making skills.
Foster a respect for the dignity of work.
Develop skills for family and community living.

A Vocational Student Organization (VSO) is an integral part of each program area's curriculum. The following VSOs are approved by the Alabama Board of Education:

National FFA Organization (FFA)
Distributive Education Clubs of America (DECA)
Future Business Leaders of America (FBLA)
Health Occupations Students of America (HOSA)
Future Homemakers of America/Home Economics Related Occupations (FHA/HERO)
Technology Student Association (TSA)
Vocational Industrial Clubs of America (VICA)

All local VSOs are affiliated with the state and national associations and are supported by membership dues and fund-raising efforts. Any student currently or previously enrolled in a Home Economics course or program is eligible for membership in the vocational student organization associated with that program.